

MODULE III:

Supervision (The Jones- Hitch Family)



*Healthy Minds, Healthy
Behaviors: Promising
Lives Right From the Start*

A Narrative Overview of Module III

After a tone-setting opening exercise of the trainer's choosing, the trainer "checks-in" on how the intervening work (videotaping of families) has gone and a count of how many participants have come with their own home videos to share.

The concepts of "reflective supervision" and the distinctions between the supervisor's caretaking and nurturing roles are discussed, with emphasis on the nurturing component.

This module's videotape of the Jones-Hitch family brings both a father and a mother into the picture, as well as their young daughter. It also shows the experience of a beginning home visitor who is learning with her family and with the support of her supervisor. Notes by Victor Bernstein are provided to assist in facilitating the dialog around the video.

The later portion of the session is devoted to participants' sharing of their homework—their first videotaping efforts. A handout, "Comments & Questions that Help the Home Visitor Tell Her story," is used both in processing the Jones-Hitch family tapes and with the group participants' first videotapes.

It is likely that session time will not be adequate for the sharing of all participant-made tapes, but the next, the final session, will provide more opportunity for that important work.

Module Goal:

To gain (more) insight into the shape of reflective supervision when using the mutual competence model to support home visitors.

Module Objectives:

By the end of this module, participants will be able to

- Observe and identify the characteristics and elements of a reflective supervision style, which promotes mutual competence and partnership between supervisor and home visitor.
- Observe and identify [in the Jones-Hitch video] instances of reflective, supportive supervision.
- Review their own and colleagues videotapes through the “mutual competence” lens by using “tools” provided in the training (handouts from this and previous sessions).

Module Outline

- I. Checking In, Review, and Preview page 4
- II. Overview of Reflective Supervision page 5
- III. Viewing I—Jones-Hitch Family page 5
- IV. Viewing II—Jones-Hitch Family page 6
- V. Viewing Homework Videos page 6
- VI. Wrap-up page 6
- VII. Homework Assignment page 7

Total estimated time: 3 to 3 ½ hours

Training Materials:

Video:

Ordinary Miracles, Tape 2, *Supervision: The Jones-Hitch Family*

Slides/Overhead Transparencies:

Slide III-1. Module III Goal and Objectives

Slide III-2. Reflective Supervision Defined

Slide III-3. Supervision Components: Caretaking vs Nurturing

Handouts:

Handout III-1. Module III Goal and Objectives, page 8

Handout III-2. Supervision Components: Caretaking vs Nurturing, page 9

Handout III-3. Observation/Viewing Notes—#1, page 10

Handout III-4. Observation/Viewing Notes—#2, page 11

Handout III-5. Comments & Questions that Help Home Visitors Share Their Story, page 12

Video Transcript of the Jones-Hitch Family Tape, page 13

Module III Expanded Trainer Notes, page 20

Equipment:

- Newsprint, easel, and markers
- Overhead projector for transparencies or laptop and projector for PowerPoint Slides
- VCR and monitor (ideally 27" or larger)
- Video camera and monitor setup

Module Procedure/Trainer Outline:

I. Checking In, Review and Preview

A. Opening/warm-up exercise

B. Checking in:

- 1) **Ask questions** such as:
 - a) How did the homework go?
 - b) What did the baby do?
 - c) Did you capture some “ordinary miracles”?
 - d) How many brought videos? (This count helps the trainer anticipate the time requirements for the later portion of the session.)
- 2) **Ask if there are any burning issues or questions** before we start the module? (You may wish to assign some of these to a “parking lot” on the newsprint until an opportune moment during the session arises to address them.)

C. Review and Preview:

- 1) **Use Slide I-2** (from Module I) to review the training activities of the first two modules and the work for this session (Module III), as well as the final wrap-up session (Module IV).
- 2) **Use Slides I-3 and II-1** to review the learning objectives and to assess how comfortable participants are with their own achievement so far.
- 3) **Entertain questions** specific to any of the objectives. (Remind participants that there is an end-of-course evaluation of how well we’ve done in meeting the objectives. Participants should not be shy about asking for greater clarity on any of the objectives covered to date.)
- 4) **Project Slides III-1a and III-1b**, Module III Training Goal and Objectives and discuss what we are to learn in this module.

Reminders



EASEL &
NEWSPRINT



SLIDE I-2



SLIDES I-3
and II-1



SLIDES III-1a
and III-1b

II. Overview of Reflective Supervision

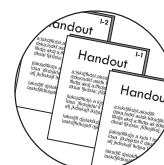
A. Lead a Discussion about the “Shape” of Reflective Supervision:

Note to Trainer: Base the discussion on the homework reading assignment (slides are adapted from that reading).

- 1) **Use Slide III-2** for discussion of the definition of Reflective Supervision (also Handout III-2).
- 2) **Use Slides III-3a and III-3b**, Caregiving vs Nurturing, to discuss this distinction. The caregiving responsibilities of the supervisor are essential tasks, but it is the nurturing aspect of the supervisor’s role that is most relevant to the videotaping process.
- 3) **Examine the “Nurturing” column of Slide III-3b** through the lens of “mutual competence” (...any interchange in which two human beings feel secure, valued, successful, happy, or enjoy learning together). How would the supervisory activities in the Nurturing column move the home visitor and supervisor toward meeting the “mutual competence” goal or standard?



SLIDE III-2



HANDOUT III-2

SLIDE III-3a
and III-3b

III. Viewing I—Jones-Hitch Family

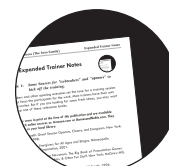
Note to trainer: The Father’s sequence on the tape is observed before the mother’s, primarily to defer the major discussion of the supervisor’s role (which would be difficult to defer if the mother’s sequence were viewed first) until after participants have seen both segments. The father’s sequence, in addition to focusing on the interaction between the child and the father, can focus on the home visitor and the father.

A. First Viewing Setup:

Use Module III Expanded Trainer Note 1, page 20.

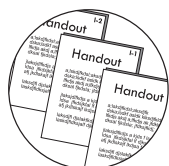
B. Post-viewing Discussion:

Use Module III Expanded Trainer Note 2, Dr. Bernstein’s notes for discussion, page 20.

EXPANDED
TRAINER NOTES
1 and 2

IV. Viewing II—Jones-Hitch Family

Use Module III Expanded Trainer Note 3 to set up the video and to lead the post-viewing discussion. You will need the following materials to facilitate this segment:



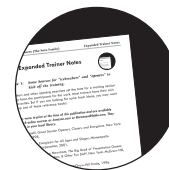
HANDOUT
III-4



VIDEOTAPE 2
JONES-HITCH
FAMILY



EASEL &
NEWSPRINT



EXPANDED
TRAINER NOTE 3

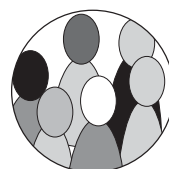
V. Viewing Homework Videos

A. Work in Full or Small Groups:

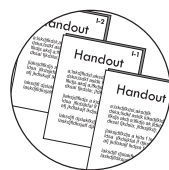
Note to trainer: Depending on the number of participants who have videos to share, this activity can be carried out with the full group or in two smaller groups (with a facilitator-supervisor in each group).

B. Use Handout III-5:

Help the participants share observations of their video work. Keep the “mutual competence” goal in mind as well.



SMALL
WORK GROUP



HANDOUT III-5

VI. Wrap-up

A. Use Slide III-1:

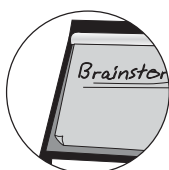
Recap, by objective, what was accomplished in the session, using Slide III-1.

B. Check the “Parking Lot” on your easel:

See if all of the questions/issues have been attended to during the session.



SLIDE III-1



EASEL &
NEWSPRINT

VII. Homework Assignment

There is no reading assignment for Module IV. However, any participants who have not yet made a video with their families should definitely do so before the next session. If the group is small there may be time to share a second video from some or all participants at the last session.



VIDEO CAMERA



STARTING
EARLY
STARTING
SMART

*Healthy Minds, Healthy
Behaviors: Promising
Lives Right From the Start*

Module III Training Goal

To gain (more) insight into the shape of reflective supervision when using the mutual competence model to support home visitors.



Healthy Minds, Healthy
Behaviors: Promising
Lives Right From the Start

Module III Objectives

By the end of this module, participants will be able to:

- Observe and identify the elements of a reflective supervision style.
- Observe and identify [in the Jones-Hitch video] instances of reflective, supportive supervision.
- Review their own and colleagues' videotapes through the “mutual competence” lens.



Healthy Minds, Healthy
Behaviors: Promising
Lives Right From the Start

Reflective Supervision Defined

- Reflective supervision represents an opportunity to reflect on one's own work in a “safe” environment.
- Reflective supervision is based on a
 - positive,
 - nurturing,
 - yet professional,supervisory relationship that encourages sharing.



Healthy Minds, Healthy
Behaviors: Promising
Lives Right From the Start

Reflective Supervision (continued)

- Reflective supervision consists of
 - warmth,
 - acceptance,
 - respect,
 - understanding, and
 - trust.

Good supervisors self-disclose and create an atmosphere of experimentation and allowance for mistakes.

- The core belief behind reflective supervision is the *Parallel Process*—nurturing begets nurturing.
- Reflection provides a chance to see more clearly what may have been confusing to the home visitor at the time a particular event occurred.



Healthy Minds, Healthy
Behaviors: Promising
Lives Right From the Start

Supervision Components

CARETAKING vs NURTURING

Caretaking refers to. . .

The supervisor is an authority who attends to the basic needs of the program—those needs that keep the program running:

- Do home visitors have adequate training?
- Are the staff seeing their families and completing paperwork on schedule?
- Does the program have the supplies it needs?
- Are timesheets, performance reviews, and vacation scheduling handled appropriately?



Healthy Minds, Healthy
Behaviors: Promising
Lives Right From the Start

Supervision Components (continued)

CARETAKING vs NURTURING

Nurturing refers to. . .

The way(s) the Supervisor tries to establish a mutually competent working relationship with home visitors:

- Sets expectations around meetings (caretaker vs reflective)
- Provides an atmosphere for sharing
- Listens, really listens
- Suspends judgment . . . tries to learn more
- Provides a way to think about, “see,” or approach the parent and child from a different perspective
- Refrains from advice-giving, but helps home visitor with planning for next visit with the family
- Grows personally and professionally with the home visitor

Training Goals

Module III Goal:

To gain (more) insight into the shape of reflective supervision when using the mutual competence model to support home visitors.

Module III – Participant Learning Objectives:

By the end of this module, participants will be able to:

- Observe and identify the elements of a reflective supervision style, which promote mutual competence and partnership between supervisor and home visitor.
- Observe and identify [in the Jones-Hitch video] instances of reflective, supportive supervision.
- Review their own and colleagues videotapes through the “mutual competence” lens by using “tools” provided in the training (handouts from this and previous sessions).

Supervision Components

CARETAKING vs NURTURING

Caretaking refers to. . .

The supervisor as an authority who attends to the basic needs of the program—those needs that keep the program running:

- Do home visitors have adequate training to do their jobs?
- Are the staff seeing their families and completing paperwork on schedule?
- Does the program have the supplies it needs?
- Are timesheets, performance reviews, and vacation scheduling handled appropriately?

Nurturing refers to. . .

The parallel process aspect of the supervisor role—a coach or colleague who tries to establish a supportive, mutually competent working relationship with home visitors around the specifics of their work with families. In this role the supervisor:

- Sets expectations around their meetings (caretaker vs reflective)
- Provides an atmosphere for sharing
- Listens—*really listens* (suspends judgment . . . tries to learn more)
- Provides a way to think about, “see,” or approach the parent and child from a different perspective
- Refrains from advice-giving, but helps home visitor with planning for next visit with the family
- Grows personally and professionally with the home visitor

Observation/Viewing Notes: #1—Jones-Hitch Family

Look for What Was Working (Tip: Where were the smiles?)

Daughter & Father

Father & Home Visitor

Home Visitor & Supervisor

Observation/Viewing Notes: #2—Jones-Hitch Family

Look for What Was Working

Daughter & Mother

Mother & Home Visitor

Home Visitor & Supervisor

Comments and Questions that Help Home Visitors Share Their Story

Hmmm. Interesting

What do you think the family meant by . . . ?

I noticed that you said . . . How did you figure that out?

It seemed to work when

You seemed to keep calm in that difficult situation. How were you able to manage that?

Let me see if I'm getting what you're saying. It seems to me that . . . (reframing)

What do you mean by . . . ?

What had been your experience with . . . ?

What exactly did you say when . . . ?

How did s/he let you know that . . . ?

What made you decide . . . ?

How did it make you feel when . . . ?

How did you guess that might work?

And for planning the next home visit:

What do you want to try when you go back?

What do you think the next steps are?

What do you think you might want to do instead?

Transcript of Jones-Hitch Family Tape:

The Characters:

MOTHER: Shelly

FATHER: Lawrence

DAUGHTER: Malleah

HOME VISITOR: Evelyn

SUPERVISOR: Lynn

I. Full screen of Shelly and Malleah playing on floor

[Runs approximately 4 minutes]

Shelly and Malleah on floor with colored circles. Malleah's eye contact is primarily with camera [at first], but responds audibly to Shelly. More interaction when Malleah begins to put circles in basket. Malleah turns basket upside down, spilling out the colored circles—still playing to camera primarily. Shot of Malleah in hall [she's retrieved a purse]; Shelly gets up to see what she is up to.

II. Full screen of Evelyn and Lynn [with inset of Shelly and Malleah]

LYNN: What do you hope she sees?

EVELYN: I hope she sees her interaction with the baby and how well they dance together. Baby gives, Mom gives, and then they come together still, and how much baby looks to Mom for encouragement. I noticed that baby did look at Mom, a lot, even if she went away from Mom she still turned back to look at her. I think that Mom will see that...I don't know that Mom recognizes that.

LYNN: So you hope that by the end of watching that tape that she will have seen the dance, the give and take between the two of them, and the interaction that they have together.

EVELYN: Yes.

LYNN: All right. Let's now watch the tape of you reviewing the tape with the Mom.

[Shot of Evelyn and Shelly on the couch viewing the tape; inset of Malleah and Mom on tape. Shelly is watching intently.]

LYNN: Look at how intently she is watching

EVELYN: I know. I didn't recognize that when I was sitting.

EVELYN: [to Shelly] Do you talk to her a lot?

[Shelly nods.]

EVELYN: I noticed that whatever you are doing with her, you are talking with her also.

LYNN: [voiceover] Look at her smile. What is she [Shelly] seeing there? Did you see her smile there?

EVELYN: Yes, her face changed. [Rewinding tape to look again—3 shot screen]

[Evelyn now really notices the change.]

EVELYN: "Look at that, look at that."

III. Full screen of Evelyn and Lynn

LYNN: Do you want to rewind it and see what she saw there?

EVELYN: That was kind of intense there.

[Evelyn acknowledges that she didn't notice how intently she was watching as she was sitting there beside Shelly on the couch.]

[3-shot screen showing Mother and Child, Mother and Home Visitor, and Home Visitor with Supervisor]

EVELYN AND LYNN: [together] Look at that.

LYNN: Do you have any idea why she is smiling there?

EVELYN: I think she likes the way her Baby sat beside her during that particular play period. Her face just lit up. I don't think she really saw that when she was doing it, but when she saw it, it pleased her.

LYNN: There, she saw something for herself. Didn't she?

IV. Full screen of Victor and Sally reviewing the tape of Shelly and Evelyn

SALLY: Notice who the expert is in the videotape—it's not the Supervisor. Lynn's questions have gotten Evelyn to say more about what she sees.

VICTOR: What I really like is that it was all around Shelly's smile. Let's really understand how come the mother smiled. One of the best places to stop the tape, and talk about it, is after you have seen the parent have a positive reaction. There she is again [smiling].

SALLY: Notice that both of them [Shelly and Evelyn on tape] are smiling.

VICTOR: Everybody is smiling. This is a smiling moment!

IV. Full screen of Victor and Sally reviewing the tape of Shelly and Evelyn

SALLY: Notice who the expert is in the videotape—it's not the Supervisor. Lynn's questions have gotten Evelyn to say more about what she sees.

VICTOR: What I really like is that it was all around Shelly's smile. Let's really understand how come the Mother smiled. One of the best places to stop the tape, and talk about it, is after you have seen the parent have a positive reaction. There she is again [smiling].

SALLY: Notice that both of them [Shelly and Evelyn on tape] are smiling.

VICTOR: Everybody is smiling. This is a smiling moment!

VI. Full shot of Evelyn and Lynn

EVELYN: My talking kind of took her focus off of the tape.

LYNN: OK. What was your point in asking, what did you hope to hear from her when you said, 'What do you like to do together?'"

EVELYN: Some of the things—the games, the reading—whatever they like to do together, or whatever she especially likes to do with her Baby.

VII. Full shot of Evelyn and Shelly

EVELYN: I've noticed that she doesn't seem to fear strangers.

SHELLY: No, no she doesn't, she'll run up to them real quick, and that's the scary part.

EVELYN: That scares you? Why?

SHELLY: Yes, because I can't run after her—she's very fast.

EVELYN: So what do you think you can do.....

VIII. Evelyn and Lynn [with inset of Shelly and Malleah]

LYNN: She's starting to look [and then her attention went back to you again]

EVELYN: [on inset] "So what do you think you could say to her at her age, at 2?"

SHELLY: [on inset] "That's something I'm trying to work on,...by talking to her. [Shelly shifts her attention back to the tape they are viewing.] I know she's going to be a people person."

LYNN: [interjects to EVELYN] Interesting discovery.

SHELLY: When I look at her, I know she's going to be a people person.

EVELYN: [on inset] Do you like that, or...

SHELLY: [nodding] I was the same way.

EVELYN: Do you think that she got a lot of your personality.

SHELLY: Somewhat, but I think she has more of her Dad—how she takes to people and how they take to her. And the conversation, she'll converse with them, you know.

EVELYN: I noticed that you allowed her to do what she wanted with the circles.

IX. Full screen of Evelyn and Lynn

LYNN: ...And there you went back to pointing out something on the tape, what made you shift back to the tape?

EVERLYN: Because I thought I had taken her focus away by talking, so the next opportunity I focused back on that [the tape]. In hindsight, I realize I probably talk too much. It takes the focus off the purpose of watching herself.

LYNN: Interesting. OK.

X. Full Screen of Victor and Sally

VICTOR: That's so wonderful isn't it. [Sally nods] I was kind of torn about that segment, but the discovery of the home visitor, that she saw for herself where she had gone and where she needed to be.

SALLY: And what worked well and what she would want to do differently the next time.

VICTOR: And how Lynn helped that happen...

SALLY: Well, she stopped it and said, "I noticed this... hum.. I noticed that her attention went back [to the tape]. *She comments on the things that Evelyn did that were effective...*

VICTOR: So in many ways, we're seeing Lynn as supervisor do for Evelyn what we're hoping the home visitors will be able to do for the families in helping them discover what works best and what kinds of things don't seem to work so well, and what's the difference.

SALLY: Because Evelyn is driven by wanting to be the best she can be in the job and I think Lynn knows and believes that just as Evelyn knows that this Mom wants to be the best Mom she can be. Given an opportunity to **see** what works, she'll choose to do that.

XI. Full Screen Sequence of Father and Malleah playing ball outdoors—conversing all the while.

XII. Full screen of Evelyn and Father [with inset of Father and Malleah]

[Runs for less than 10 seconds]

XIII. Full screen of Evelyn and Lynn

LYNN: What did you see there?

EVELYN: I'm just seeing the dance between Dad and Baby—that he seems so comfortable.

LYNN: And notice how intently he's watching too.

XIV. Full screen of Evelyn and Dad [with inset]

EVELYN: She likes playing ball, doesn't she?

FATHER: Um huh, she does. [He then makes some comments on her behind-the-back pass, etc. Leads into a sequence where Malleah is running down the sidewalk toward the street.]

XV. Back to Lynn and Evelyn

LYNN: I saw your lips kind of purse there.

EVELYN: I know I was worried that she was going to run out, but he had a good handle on it.

LYNN: So your question right there, if you had had one, would have been, "Do you let her go into the street"?

EVELYN: Probably.

XVI. Full screen of Father and Malleah [with voiceover of Lynn and Evelyn]

LYNN: So what does he say, "Oph, nope, can't go in the street...cars out there," as he leads her back into the yard. [to Evelyn]: Were you satisfied then with what he did?

EVELYN: Yes.

[More footage of Father/Malleah ball passing occurs, and a car passes in the street, which Malleah thinks is her Uncle Dee Dee's car, but her Father tells her it is not her uncle.]

As Evelyn and Father watch, he explains to Evelyn about the “behind-the-back” passing, which Evelyn had missed. Then the footage of the car passing comes up, and the Father explains about Malleah thinking it was her uncle.

[after tape ends]

EVELYN: Do you play ball with her a lot?

FATHER: Um huh [smiles, chuckles] . . .She’s going to be a basketball player.

EVELYN: [smiling] Oh, you’ve already decided.

FATHER: ...comments on the behind-the-back pass...

EVELYN: How did you feel about watching the tape? What do you like best?

FATHER: I enjoyed it. ... the interacting with her.

EVELYN: Do you do that with her a lot?

FATHER: We do, we sit down and have conversations. Her Mom be like, OK.

EVELYN: And you understand each other? You have a good relationship?

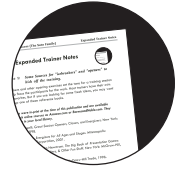
FATHER: We do. Yeah, we do.

XVII. Full screen of Victor and Sally

SALLY: One of the things that we’ve learned about making tapes with moms and dads is to make sure to invite dads in. They’ve really liked being a part of videotapes. And as home visitors, it’s easy for us to relate to moms and forget what an important part dad is. They often play with babies differently than mom’s do. It’s so important for babies to have that experience with both parents. It’s fun to watch this dad and he is so clearly fascinated with watching the two of them together.

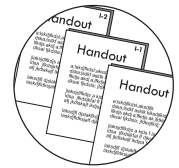
VICTOR: He’s loving it. I have often noticed that where we talk about reading and responding to cues, dads like to initiate and get the action going. And this Malleah is certainly having a wonderful time, and that’s what is most important.

MODULE III: Expanded Trainer Notes



Trainer Note 1: First viewing setup:

- 1) The previous two family videotapes observed home visitors who are experienced and quite comfortable with the videotaping process. In today's tape the home visitor, Evelyn, is a beginner who is still learning how to use the videotaping process with her families.
- 2) **In this videotape we see** both a father and a mother interact with their child. The father and child are the focus of the first segment we'll view.
- 3) **Use Handout III-3, Observation and Viewing Notes—#1.** Direct participants to “look for what’s working”!
- 4) **Start tape at the point where the father enters the scene,** which is toward the end of the Jones-Hitch family segment. This is almost 13 minutes into the tape. If you are tracking it by following the transcript, it is at “XI. Full Screen Sequence of Father and Malleah playing ball outdoors....” (This sequence is approximately 7 minutes long.)



HANDOUT
III-3



VIDEOTAPE 2
JONES-HITCH
FAMILY

Trainer Note 2: Post-Viewing Discussion Notes:

Dr. Bernstein's note to trainer: We've talked about how “You get what you attend to.” A corollary is that a home visitor (or supervisor) understands how the family views her role by observing two aspects of the communication between them:

- 1) How the parent initiates with the home visitor; i.e. how the parent shares; and
- 2) The content of that initiation. This information tells the home visitor how the parent sees her.

Ask:

- 1) What did we notice?
- 2) Did the experience work for the child?
- 3) Did it work for the parent?

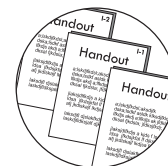
4) How do we know?

(Refer back to the mutual competence model, Slide I-4: “Mutual competence can be observed in any interchange in which two human beings feel secure, valued, successful, happy, or enjoy learning together.” Also, smiles are a good indicator.)



SLIDE I-4

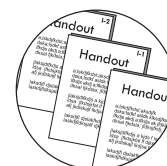
5) What did we notice about the supervisor's role and style? Was this a caretaking or a nurturing session? Which of the nurturing factors (Handout III-2) did you observe?

HANDOUT
III-2

6) Did we see instances of “mutual competence” in this segment of the Jones-Hitch family tape?

Trainer Note 3:**A. Second viewing Setup:**

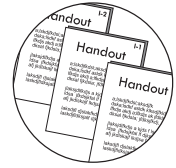
- 1) The home visit with the mother, which we are about to watch, was made before the visit with the father that we've just seen.
- 2) Use Handout III-4, Observation/Viewing Notes—#2. Again we're looking for what works—this time especially between the home visitor and the supervisor.
- 3) As you watch the sequences with the home visitor, think about how she is feeling (as a beginning home visitor and videotape facilitator) about taking this picture of her work to a meeting with her supervisor.
- 4) In our post-viewing discussion, we will compare the two different meetings with the supervisor (i.e., the mother's tape and the father's tape).
- 5) Run tape, going back to the beginning of the Jones-Hitch family tape and running it all the way to the point where the father's tape begins. (Approximately 13 minutes)

HANDOUT
III-4VIDEOTAPE 2
JONES-HITCH
FAMILY**B. Post-viewing Discussion:**

Note to trainer: Use the newsprint to capture the responses to the following questions. Make 3 columns like the Observation Handouts.

EASEL &
NEWSPRINT

- 1) What did you notice that seemed to work between the parent and the child?
- 2) Between the home visitor and the parent?
- 3) Between the home visitor and the supervisor?



HANDOUT
III-2 and III-5

(Based on what you've said, let's think a little more about the home visitor and the two parents.)

- 4) How was the home visitor different with each of them? What do you think accounts for this difference?
- 5) What exactly did the supervisor do that helped make it happen?
- 6) How would you characterize the supervisor's role?

The supervisor's role was that of a "witness." By helping the home visitor realize what she was seeing, the supervisor enabled the home visitor to state for herself what was happening and what she might do differently.